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Sweet Briar College

SWEET BRIAR VIRGINIA

1910-1911

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The Fifth Year Book

OF

Sweet Briar College

SWEET BRIAR, VIRGINIA

1910-1911

"This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams."—*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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CALENDAR—1910

September

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1912

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COLLEGE CALENDAR

1911

January 24th to 28th—Mid-year examinations.
January 31st—Opening of second semester.
April 13th to 20th—Easter recess.
June 7th—Second annual commencement.

September 19th and 20th—Opening of sixth college year.
November 24th—Founder's Day.
November 30th—Thanksgiving holiday.
December 16th to January 4th, 1912—Christmas recess.

1912

January 30th to February 3d—Mid-year examinations.
March 13th to 26th—Spring recess.
June 5th—Third annual commencement.

BOARD OF DIRECTORS

Rt. Rev. A. M. RANDOLPH, LL. D., D. C. L., President
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Mr. N. C. MANSON, Jr., Chairman Executive Committee
Lynchburg, Va.

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Amherst, Va.

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Portsmouth, Va.

Rev. CARL E. GRAMMER, S. T. D.
Philadelphia, Pa.

Mr. FERGUS REID
Norfolk, Va.

Mr. CHARLES E. HEALD
Lynchburg, Va.

EDUCATIONAL COMMITTEE

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Norfolk, Va.

Rev. ARTHUR P. GRAY, Secretary
Amherst, Va.

Rev. CARL E. GRAMMER, S. T. D.
Philadelphia, Pa.

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Lynchburg, Va.

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Portsmouth, Va.

Mr. FERGUS REID
Norfolk, Va.

Mr. CHARLES E. HEALD
Lynchburg, Va.

OFFICERS OF INSTRUCTION AND ADMINISTRATION

MARY K. BENEDICT

A. B., Vassar College; Ph. D., Yale University

President and Professor of Philosophy and Psychology

MARY HARLEY

M. D., Woman's Medical College of the N. Y. Infirmary

Physician to the College and
Professor of Physiology and Hygiene

WALLACE EUGENE ROLLINS

A. B., University of North Carolina; B. D., Yale University

Professor of Biblical Literature, and Chaplain to the College

LEONIDAS WAKEFIELD CRAWFORD, JR.

A. B., Trinity College (N. C.); A. M.
Columbia University

Professor of English

HUGH S. WORTHINGTON

A. M., University of Virginia

Professor of Modern Languages

S. GAY PATTESON

B. S., Teachers College, Columbia University

Associate Professor of Mathematics

HELEN F. YOUNG

Pupil of Teichmüller in Leipzig for five years, of Schreck, and of other German and American Musicians

Director of Music

VIRGINIA RANDALL McLAWS

Student in the Charcoal Club of Baltimore; student and teacher in the New York School of Art

Director of Art

CAROLINE LAMBERT SPARROW

A. B., Woman's College of Baltimore; A. M., Cornell University

Associate Professor of History

JESSAMINE CHAPMAN

B. S., Teachers College, Columbia University

Instructor in Domestic Science

NORA BLANDING FRASER

A. B., Cornell University

Associate Professor of Latin

CONNIE M. GUION

A. B., Wellesley College

Associate Professor of Chemistry

ETHEL CUSHING GARDNER

Pupil of William Mason of New York, and of Godowsky and Kaun in Berlin

Instructor in Music

EUGENIE M. MORENUS

A. B., and A. M., Vassar College

Instructor in Mathematics and Latin

CAROLINE HILL CRAWFORD

B. M., Syracuse University

Instructor in Vocal Music

ALICE NOYES

A. B., Mt. Holyoke College

Associate Professor of Biology

ALANETTE BARTLETT

Teachers College

Instructor in History and French

AILEEN WARD

Hollins Institute; student at the Sorbonne and at the University of Göttingen

Instructor in Modern Languages

PAULINE GILDER

Graduate of the Damrosch School of Music; pupil of Oscar Sänger

Instructor in Vocal Music

MARTHA ROBERTSON

Instructor in Piano

ANNIE M. POWELL

A. B., Sweet Briar College

Instructor in English

ROBERTA BRAMHALL

Simmons College

Assistant in Domestic Science

WILLIAM BLAND DEW

Treasurer and Business Manager

FANNIE CARROLL

Superintendent of the Housekeeping Department

FACULTY COMMITTEES

Committee on Academic Requirements—The President, chairman; Miss Sparrow, Miss Patteson, Mr. Crawford, Mr. Worthington.

Committee on Courses—The President, chairman; Dr. Harley, Miss Guion.

Committee on the Library—Miss Bartlett, chairman; Miss McLaws, Miss Fraser.

Committee on Student Publications—Mr. Crawford, chairman; Miss Sparrow, Miss Powell.

Committee on Lectures and Concerts—Mr. Rollins, chairman; Miss Young, Miss Sparrow.

Committee on Athletics—Dr. Harley, chairman; Miss Guion, Mr. Rollins, Mr. Worthington.

Committee on Dramatics—Miss Guion, chairman; Miss Chapman, Miss Ward.

HISTORY

The college was founded by Mrs. Indiana Fletcher Williams, who died in November, 1900, leaving the bulk of her estate, consisting of over eight thousand acres of land and over a half million dollars, in trust, to the Right Reverend A. M. Randolph, Bishop of Southern Virginia, the Reverend T. M. Carson of Lynchburg, Virginia, Stephen R. Harding of Amherst County, Virginia, and the Reverend Arthur P. Gray of Amherst, Virginia. She directed these Trustees to procure the incorporation in the State of Virginia of a corporation to be called "Sweet Briar Institute," and to turn over to it all property left them in trust. She provided that this corporation should be controlled by a Board of seven Directors, the first members of which should be appointed by the Trustees. The Directors were to have power to fill vacancies in their number.

The intention of the founder with regard to the kind of institution which should be established is expressed in the following extract from her will: "The said corporation shall with suitable dispatch establish and shall maintain and carry on upon the said plantation a school or seminary to be known as the "Sweet Briar Institute" for the education of white girls and young women. It shall be the general

scope and object of the school to impart to its students such an education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."

The college was chartered in February, 1901, according to the conditions of the will, with a self-perpetuating Board of Directors, consisting of the following members: The Right Reverend A. M. Randolph, the Reverend T. M. Carson, the Reverend Arthur P. Gray, Stephen R. Harding, the Reverend Carl E. Grammer, Dr. J. M. McBryde, Judge Legh R. Watts.

At their first meeting held in March, 1901, the Board of Directors formulated the policy of the college in the following paper: "Untrammeled by state or denominational control, or by the testamentary direction of a will, and, therefore, relieved of the necessity of bidding for popular favor through the employment of adventitious or temporary expedients, it is the declared wish and purpose of its Board of Directors to give such shape and scope to Sweet Briar Institute as will make it a worthy monument to the liberality of its founder and the first among the establishments for female education in the state and the south. Believing that it would be unwise for the new institution to enter upon fields of educational activity already fully occupied, or to come into unnecessary competition with existing seminaries of learning, it is our desire to have it take possession of a territory hitherto overlooked and neglected. In the north the

demand for collegiate instruction for women, fully equal in character to that offered the men by such institutions as Harvard, Princeton, Columbia and Yale, has resulted in the foundation of Vassar, Wellesley, Smith and Bryn Mawr. In the west and south the demand for better equipment of women for the practical vocations of life has led to the establishment of several excellent normal and industrial schools exclusively for girls. But nowhere, to our knowledge, has the attempt been made harmoniously to combine in one institution the best features of these two classes of schools. Holding that such combination is neither impossible nor impracticable, but rather that industrial training can be made, if only a safe equilibrium be provided for, to supplant, strengthen and enrich the intellectual, it is our resolve that the Sweet Briar Institute shall attempt this new line of educational effort. Standing for a policy and work distinctly and peculiarly its own, it will offer to the young women of the south carefully formulated courses of study leading to degrees, of high grade and proper adaptation to the needs and capabilities of the female mind—some literary and some scientific—and along with them thoroughly practical training in certain artistic and industrial branches of knowledge—the two lines of work so arranged and coördinated that the choice of any one of the four years' courses will carry with it the election of a given number of the practical branches. These courses, of necessity few in number at first, will be added to as the growth and development of the insti-

tution may call for them, and experience dictate their character and scope. The specification and formulation of these courses must await the future action of the Board, when it can have the assistance of the President and Faculty to be elected later on."

Though the founder was an Episcopalian and named Episcopalians as trustees, she made no conditions as to the denominational character of the college; and the Directors decided that it should be non-denominational.

Immediately after the organization of the college, plans for its material equipment were made and carried out. By the bequest of the founder, the college owns the old homestead, Sweet Briar House, a spacious building which is furnished entirely with the handsome old furniture which belonged to Mrs. Williams. The building contains beautiful parlors, guest rooms, and the offices of the administrative officers.

The college buildings proper were designed by a leading firm of Boston architects. Plans were made for a group of sixteen buildings, connected by arcades, of a uniform style of architecture. The buildings are all to be of red brick with white trimmings. There will be two quadrangles, one residential, consisting of eight dormitories, a chapel and a refectory, and one academic, containing the academic building proper, the art building, the library, science hall, industrial building and gymnasium. Of the plant, four buildings were erected before the opening of the college; these are, the academic building, two dormi-

tories, and the refectory. A third dormitory was erected in 1908, and a fourth in 1910. In addition to these, there are four houses for the residence of the teachers, a steam laundry, a cold storage house and creamery, and a power house. The buildings are heated by steam and lighted by electricity.

In connection with the college a farm is maintained which supplies fruits and vegetables; and a dairy furnishes rich milk, cream and other dairy products.

EQUIPMENT

Sweet Briar possesses natural and artistic advantages which belong to few schools. Situated among the Blue Ridge Mountains, one thousand feet above the sea level, the college is in a healthful and invigorating climate, neither too rigorous nor too enervating. With a group of buildings in harmony with each other and with the surroundings, the effect is most pleasing. From the buildings, the view is extensive and beautiful; the range of the Blue Ridge stretches away in full sight for nearly a hundred miles, and the rolling country about is very attractive.

As the grounds around the college, about three thousand acres, are owned by the institution, it has an unusual opportunity to control surrounding conditions.

Out-of-doors sports form an important part of the college life. A large lake gives opportunity for rowing and skating; there are tennis courts, basket-ball grounds, hockey field, and a golf course.

The dormitories are furnished comfortably and attractively, and have every modern convenience. Rooms are arranged in suites, where two girls have three rooms; there are also some rooms where two girls occupy one room; and there are some single rooms. Each dormitory has its reception rooms for social gatherings.

The academic building contains large, well-lighted classrooms, an art studio and laboratories for chemistry, physics, biology, and domestic science. These laboratories are supplied with everything necessary for the courses in science offered in the curriculum. In this building is a reading room and library.

REQUIREMENTS FOR ADMISSION

ADMISSION TO THE SUB-FRESHMAN CLASS

Applicants for admission to the sub-freshman class must offer work amounting to six units.* These units must be selected from those specified below for entrance to the freshman class. The unit in history, however, will not be accepted unless it covers the work of the third or fourth year of the high school.

*A unit means a year's work, of five recitations a week.

ADMISSION TO THE FRESHMAN CLASS

Applicants for admission to the freshman class must be at least sixteen years of age and must offer work amounting to fifteen units as follows:

English, three units;

History, one unit;

Mathematics, three units;

Latin, four units;

Second language, three units;

French (maximum), or German (maximum), or Greek.

Third language or science, one unit.

German (minimum), or French (minimum), or Physics, or Chemistry, or Botany.

Candidates will not be admitted to the freshman class if conditioned in more than two subjects.

In detail the requirements are:

ENGLISH (3 Units)

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, idiom, or division into paragraphs.

(a) Reading and Practice.—A certain number of books will be recommended for reading, ten of which, as prescribed below, are to be offered for examination. The form of the examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—

given in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In every case knowledge of the book will be regarded as less important than the ability to write good English. In place of a part or a whole of this test, the candidate may present an exercise book, properly certified by her instructor, containing compositions or other written work done in connection with the reading of the books. In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

In 1909, 1910, and 1911 ten books, *and in 1912 nine books,* selected from the following list as prescribed below, are to be offered for entrance:

Group I. (Two to be selected.)—Shakespeare's *As You Like It, Henry V, Julius Cæsar, The Merchant of Venice, Twelfth Night.*

Group II. (One to be selected.)—Bacon's *Essays;* Bunyan's *The Pilgrim's Progress,* Part I; *The Sir Roger de Coverley Papers* in *The Spectator;* Franklin's *Autobiography.*

Group III. (One to be selected.)—Chaucer's *Prologue;* Spenser's *Faërie Queene* (selections); Pope's *The Rape of the Lock;* Goldsmith's *The Deserted Village;* Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

GROUP IV. (Two to be selected.)—Goldsmith's *The Vicar of Wakefield;* Scott's *Ivanhoe* and *Quentin Durward;* Hawthorne's *The House of the Seven Gables;* Thackeray's *Henry Esmond;* Mrs. Gaskell's *Cranford;* Dickens's *A Tale of Two Cities;* George Eliot's *Silas Marner;* Blackmore's *Lorna Doone.*

GROUP V. (Two, *but in 1912 one,* to be selected.)—Irving's *Sketch Book;* Lamb's *Essays of Elia;* De Quincey's *Joan of Arc* and *The English Mail Coach;* Carlyle's *Heroes and Hero Worship;* Emerson's *Essays* (Selected); Ruskin's *Sesame and Lilies.*

GROUP VI. (Two to be selected.)—Coleridge's *The Ancient Mariner;* Scott's *The Lady of the Lake;* Byron's *Mazeppa* and *The Prisoner of Chillon;* Palgrave's *Golden Treasury* (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome;* Poe's *Poems;* Lowell's *The Vision of Sir Launfal;* Arnold's *Sohrab and Rustum;* Longfellow's *The Courtship of Miles Standish;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur, but in 1912* Tennyson's *The Princess* is substituted; Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Hervé Riel,* and *Pheidippides.*

(b) STUDY AND PRACTICE.—This part of the examination presupposes the thorough study of each

of the works named below. The examination will be upon subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials in English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

In connection with the reading and study of the required books, parallel or subsidiary reading should be encouraged, and a considerable amount of English poetry should be committed to memory. The essentials of English grammar should not be neglected in preparatory study.

The books prescribed for this part of the examination are as follows:

Shakespeare's *Macbeth;* Milton's *Comus, L'Allegro,* and *Il Penseroso,* or Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Burke's *Speech on Conciliation with America,* or Washington's *Farewell Address,* and Webster's *First Bunker Hill Oration;* Macaulay's *Life of Johnson,* or Carlyle's *Essay on Burns.*

In 1913, 1914 and 1915.

(a) Study. — Shakespeare's *Macbeth;* Milton's *L'Allegro, Il Penseroso,* and *Comus;* either Burke's *Speech on Conciliation with America,* or both Washington's *Farewell Address* and Webster's *First Bunker Hill Oration;* either Macaulay's *Life of Johnson,* or *Carlyle's Essay on Burns.*

(b) Reading.—With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units* are to be selected, two from each group:

I. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Æneid.* The Odyssey, Iliad, and Æneid should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

II. Shakespeare's *Merchant of Venice, Midsummer Night's Dream, As You Like It, Twelfth Night, Henry the Fifth, Julius Cæsar.*

III. Defoe's *Robinson Crusoe,* Part I; Goldsmith's *Vicar of Wakefield;* either Scott's *Ivanhoe,* or *Quentin Durward;* Hawthorne's *House of the Seven Gables;* either Dickens' *David Copperfield,* or *Tale of Two Cities;* Thackeray's *Henry Esmond;* Mrs. Gaskell's *Cranford;* George Eliot's *Silas Marner;* Stevenson's *Treasure Island.*

IV. Bunyan's *Pilgrim's Progress,* Part I; the *Sir Roger de Coverley Papers* in *The Spectator;* Frank-

*Each unit is set off by semicolons.

lin's *Autobiography* (condensed); Irving's *Sketch Book;* Macaulay's *Essays on Lord Clive and Warren Hastings;* Thackeray's *English Humourists;* Selections from Lincoln, including at least the two *Inaugurals,* the *Speeches in Independence Hall and at Gettysburg,* the *Last Public Address,* and *Letter to Horace Greeley,* along with a brief memoir or estimate; Parkman's *Oregon Trail;* either Thoreau's *Walden,* or Huxley's *Autobiography* and selections from *Lay Sermons,* including the addresses on *Improving Natural Knowledge, A Liberal Education,* and *A Piece of Chalk;* Stevenson's *Inland Voyage* and *Travels with a Donkey.*

V. Palgrave's *Golden Treasury* (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village;* Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal;* Scott's *Lady of the Lake;* Byron's *Childe Harold,* Canto IV, and *The Prisoner of Chillon;* Palgrave's *Golden Treasury* (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven,* Longfellow's *Courtship of Miles Standish* and Whittier's *Snow-Bound;* Macaulay's *Lays of Ancient Rome,* and Arnold's *Sohrab and Rustum;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix Home Thoughts from Abroad, Home Thoughts from*

the Sea, Incident of the French Camp, Hervê Riel, Pheidippides, My Last Duchess, Up at a Villa— Down in the City.

HISTORY (1 Unit)

The candidate may elect any one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory study of the more ancient nations is desirable, as well as a brief sketch of the main events in the Middle Ages, from the fall of Rome to the death of Charlemagne.

(b) English history, with reference to the social as well as the political development.

(c) American history and elementary civil government.

Each of the foregoing topics is intended to represent one full year's course with five recitations a week, or two years with three hours a week.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrews's *History of England,* or West's *Ancient History;* to have acquired a sufficient historical vocabulary to enable her to read the more advanced works intelligently, and to have had some little training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in examination to show

her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken the course in history, not earlier than the third or fourth year of high school work.

Roman history is recommended as affording the best preparation for the freshman course.

MATHEMATICS (3 Units)

(a) Algebra.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions, ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative.

(2) Quadratics and Beyond: Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the nth term and the sum of the terms of arithmetical and geometrical progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which in-

volve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) Plane Geometry.—The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

LATIN (4 Units)

Latin Grammar.—The inflections; the simpler rules for composition and derivation of words, syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

Latin Composition.—Translation into Latin of detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

Cæsar.—Any four books of the *Gallic War,* preferably the first four.

Cicero.—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law,

Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

Virgil.—The first six books of the *Æneid,* and so much prosody as relates to accent, versification in general, and dactylic hexameter.

Advanced Prose Composition, consisting of continuous prose of moderate difficulty based on Cicero.

Sight Translation of Prose of no greater difficulty than the easier portions of Cicero's orations.

GREEK (3 Units)

Greek Grammar and Composition.—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis.*

Xenophon.—The first four books of the *Anabasis.*

Homer.—The first three books of the *Iliad* (omitting II, 494 to end), and the Homeric constructions, forms and prosody.

Advanced Prose Composition, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

Sight Translation of Prose of no greater difficulty than Xenophon's *Anabasis.*

FRENCH (3 Units or 1 Unit)

Minimum Requirement.—(1 unit).

(1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the more common irregular verbs, the plural nouns, the

inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; (3) abundant easy exercises, designed not only to fix in the memory the form and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) writing French from dictation; memorizing prose; (5) the reading of from 300 to 350 duodecimo pages of graduated texts, of which about one-third should be in the dramatic form. Suitable texts can be chosen from the following: Bruno's *Le Tour de la France;* Labiche and Martin's *La Poudre aux Yeux* and *Le Voyage de M. Perrichon;* Le Brête's *Mon Oncle et Mon Curé;* Merimée's *Colomba;* Lamartine's *Graziella;* Daudet's *Contes Choisis* and *La Belle-Nivernaise;* Sarcey's *Le Siège de Paris;* Moineaux's *Les Deux Sourds; Roman d'un Jeune Homme Pauvre* (play); Ludovic Halévy's *L'Abbé Constantin* (play).

Maximum Requirement.—(3 units).

The work to be done should comprise, *in addition to* that of the minimum requirement, the reading of about 800 pages of French of ordinary difficulty, a portion to be in the dramatic and historical form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; a thorough study of idioms and important points in syntax; writing from dictation. At the end of this course the pupil should be able to read at sight ordinary French prose or simple

poetry, to translate into French a connected passage of English based on the text read, to understand simple spoken French, and to take notes in that language.

Suitable texts are: Augier and Sandeau's *Le Gendre de M. Poirier;* Canfield's French lyrics; Coppée's poems; Daudet's *La Belle-Nivernaise; La* Bréte's *Mon Oncle et Mon Curé;* Hugo's *Hernani* and *Les Misérables;* Labiche's plays; Loti's *Pêcheur d'Islande;* Mignet's historical writings; George Sand's stories; Sandeau's *Mademoiselle de la Seiglière;* Scribe's plays; Thierry's *Récits des Temps Mérovingiens;* Thier's *L'Expédition de Bonaparte en Êgypte;* Vigny's *La Canne de Jonc,* etc., etc.

GERMAN (3 Units or 1 Unit)

Minimum Requirement.—(1 unit).

First Year: (1) Careful drill on pronunciation; (2) the memorizing of easy colloquial sentences; (3) drill on the rudiments of grammar, that is, on the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also on the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and order of words; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of about 200 pages of

graduated texts, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

Stories can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder;* Arnold's *Fritz auf Ferien;* Baumbach's *Die Nonna* and *Der Schwiegersohn;* Gerstäcker's *Germelshausen;* Heyse's *L'Arrabbiata, Das Mädchen von Treppi,* and *Anfang und Ende;* Hillern's *Höher als die Kirche;* Jensen's *Die braune Erica;* Leander's *Träumereien* and *Kleine Geschichten;* Seidel's *Märchen;* Stökl's *Unter dem Christbaum;* Storm's *Immensee* and *Geschichten aus der Tonne;* Zschokke's *Der Zerbrochene Krug.*

Good plays adapted to the elementary courses are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps: Benedix's *Der Prozess, Der Weiberfeind,* and *Günstige Vorzeichen;* Elz's *Er ist nicht eifersüchtig;* Wichert's *An der Majorsecke;* Wilhelmi's *Einer muss heiraten.* It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter would be Andersen's *Märchen* or *Bilderbuch,* or Leander's *Träumereien,* to the extent of, say, forty pages. After that, such a story as *Das Kalte Herz;* or *Der Zerbrochene Krug;* then *Höher ale die Kirche*, or *Immensee;*

next, a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess.*

Maximum Requirement.—(3 units).

The work to be done should comprise, *in addition to* that of the minimum requirement, the reading of about 500 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes oral and sometimes written, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill on the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise on word-order and word-formation.

Suitable reading matter can be selected from such works as the following: Ebner-Eschenbach's *Die Freiherren von Gemperlein;* Freytag's *Die Journalisten* and *Bilder aus der Deutschen Vergangenheit,*—for example, *Karl der Grosse, Aus den Kreuzzügen, Doktor Luther, Aus dem Staat Freidrich's des Grossen;* Fouqué's *Undine;* Gerstäcker's *Irrfahrten;* Goethe's *Hermann und Dorothea* and *Iphigenie;* Heine's poems and *Reisebilder;* Hoffmann's *Historiche Erzählungen;* Lessing's *Minna von Barnhelm;* Meyer's *Gustav Adolf's Page;* Moser's *Der Bibliothekar;* Riehl's *Novellen,*—for example, *Burg Neideck, Der Fluch der Schönheit, Der Stumme Ratsherr, Das Spielmannkind;* Rosegger's *Waldheimat;* Schiller's *Der Neffe als Onkel, Der Geisterseher, Wilhelm Tell, Die Jungfrau von Orleans, Das Lied von*

der Glocke, Balladen; Scheffel's *Der Trompeter von Säkkingen;* Uhland's poems; Wildenbruch's *Das edle Blut.*

At the end of this course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of language, including syntax and word-formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.(*)

CHEMISTRY (1 Unit)

The preparation in chemistry should cover at least one full session, with three recitations a week, and should include the study of one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. Every candidate must present at the time of, and as a part of, the examination in

(*) These requirements follow the recommendations of the Committee of Twelve of the Modern Language Association.

chemistry a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The note-book must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.*

PHYSICS (1 Unit)

The requirements in physics are in every respect similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. As in chemistry, she must be prepared to show her laboratory note-book, properly certified by her instructor.

BOTANY (1 Unit)

The preparation in botany should cover at least one full session, and should include individual laboratory work. The course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The natural history of the plant groups, and classification. For further details see Document No. 20 of the College Entrance Examination Board already referred to.

(*) In Document No. 20 of the College Entrance Examination Board may be found a list of sixty-four experiments adapted to the high school course.

COURSES OF INSTRUCTION

SUB-FRESHMAN COURSES

ENGLISH

Course 1.

Composition and Literature.—The work in composition will begin with the sentence and advance toward the paragraph. Grammar will be reviewed in a study of the relations which words, phrases and clauses have one to the other in the sentence. A study of these relations is further designed to establish the principles of punctuation. The relation of the other sentences in the paragraph to the topic sentence will emphasize the principles of unity. In the study of Literature eight selections will be made from the list of College Entrance Requirements. These eight selections will be studied from the standpoint of subject-matter, form, structure, and appreciation.

Course 2.

(a) Composition.—The work in composition will begin with the paragraph and advance toward the theme. The general principles of Rhetoric will be studied. The principles of unity will be especially emphasized in the relation of the sentences in the paragraph to the topic sentence, and in the relation of the paragraphs in the theme to the purpose or point of view which characterizes the theme.

(b) LITERATURE.—In the course in Literature a careful study will be made of the following works and their authors: Shakespeare's *Macbeth;* Milton's *Lycidas, Comus, l'Allegro,* and *Il Penseroso;* Macaulay's *Life of Johnson,* or Carlyle's *Essay on Burns;* Burke's *Speech on Conciliation with America.* Two novels selected from Group IV in the list of College Entrance Requirements will also be studied.

HISTORY

Course 1.

English History. The text-book is Gardner's *School History of England* used in connection with Gardner's *Atlas of English History.*

The text-book work is supplemented by topical reading in more advanced histories. Much emphasis is laid on the study of geography in connection with History.

Course 2.

Greek and Roman History, including a short introductory study of the more ancient nations, and of the chief events of The Middle Ages until the death of Charlemagne. The text-books are West's *Ancient World* used in connection with Fling's *Source Book of Greek History* and Munro's *Source Book of Roman History.* The keeping of note-books containing outlines of subject and digests of outside reading is required, as is also the use of outline map-

books. This course prepares for the freshman course in college.

MATHEMATICS

Course 1.

Algebra.—Radicals and theory of exponents; quadratics and beyond; quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the *n*th term and the sum of the terms of arithmetical and geometrical progressions, with applications. Pupils are required to solve numerous problems which involve putting questions into equations. Graphical methods and illustrations, particularly in connection with the solution of equations, are used. The text used is Wells's *Algebra for Secondary Schools.*

Course 2.

Plane Geometry.—The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of

lines and plane surfaces. The text used is Wells' *Plane and Solid Geometry.*

LATIN

Course 1.

Cicero.—The four orations against Catiline, Archias, the Manilian Law. Prose composition, consisting of continuous prose of moderate difficulty based on Cicero, is given throughout the year.

Course 2.

The first six books of the *Æneid,* with a study of accent, versification in general, and, especially, dactylic hexameter.

Bennett's texts and grammar are used in both Course 1 and Course 2.

FRENCH

Course 1.

Drill in pronunciation; the rudiments of grammar, including the inflection of the more common irregular verbs, the plural nouns, the inflection of adjectives, participles and pronouns, the use of personal pronouns, common adverbs, prepositions, and conjunctions; many exercises in translating from French to English and from English to French; reading of about 200 duodecimo pages of simple French; dictation. Fraser and Squair's Grammar and Aldrich and Foster's Reader are used.

Course 2.

Fraser and Squair's Grammar completed; reading of *Le Voyage de M. Perrichon; Mon Oncle et Mon Curé, Contes et Nouvelles* (second series, Lazare), *L'Abbé Constantin* (the play); dictation, composition, memorizing prose and verse.

Course 3.

Koren's Composition; reading of *Colomba, Le Gendre de M. Poirier, Le Luthier de Crémone et le Trésor, Contes Choisis de Maupassant, Prise de la Bastille;* Canfield's French lyrics; *résumés;* oral practice.

GERMAN

Course 1.

Drill on pronunciation; the elementary rules of syntax; abundant easy exercises in composition; the reading of about 200 pages of graduated texts from a reader, with constant practice in translating simple German prose; Joynes-Meissner's German Grammar; Wenckebach and Mülle's *Glück Auf;* Stern's *Geschichten am Rhein;* Arnold's *Fritz auf Ferien.*

Course 2.

Continued study of Grammar and Syntax with constant practice in composition. The reading of about 400 pages of Literature in the form of easy stories and plays.

Joynes-Meissner's Grammar; Baumbach's *Die Nonna* and *Der Schwiegersohn;* Gerstäcker's *Ger-*

melshausen; Heyse's *L'Arrabbiata, Das Mädchen von Treppi,* and *Anfang und Ende;* Hillern's *Höher als die Kirche;* Jensen's *Die braune Erica;* Leander's *Träumereien* and *Kleine Geschichten;* Stökl's *Unter dem Christbaum;* Storm's *Immensee* and Wicherts' *Als verlobte Empfehlen Sich;* Schiller's *Der Neffe als Onkel;* Zschokke's *Der Zerbrochene Krug.*

Course 3.

Pope's German Composition; Benedix's *Die Hochzeitsreise;* Goethe's *Hermann und Dorothea;* Gerstäcker's *Irrfahrten;* Heine's *Harzreise;* Schiller's *Wilhelm Tell;* Freytag's *Aus dem Staat Frederick des Grossen;* Kron's *German Daily Life.*

PHYSICS

Elementary Physics.

This course deals with the elements of physics as presented in any standard text-book. The text and laboratory manual edited by Professors Millikan and Gale are used.

Explanations, demonstrations and quizzes are given in the classroom in such a way as to familiarize the student with the methods of physical investigations, and to teach her to think accurately and independently.

COLLEGIATE COURSES

It is the aim of the curriculum to give the student freedom to choose lines of work which are in accord with her natural tendencies and previous preparation, and yet to give systematic training in the chosen line. Under the guidance of the chosen course, a student should secure a broad, general training with a central point of view, and should be prepared for any special work which she may desire to pursue after she has finished the college course. To this end a form of the so-called "group system" has been adopted.

The curriculum offers six courses: A, English; B, Modern Languages; C, Ancient Languages; D, History and Economics; E, Mathematics and Physics; F, Science.

Candidates for the degree of A. B. must complete sixty-one hours of work in conformity with one of the above courses. Not more than sixteen nor less than twelve hours may be taken by a student without special permission from the faculty; and not less than ten nor more than eighteen hours may be taken under any circumstances by candidates for the degree. Although there are two or three slight exceptions, each course contains thirty-one hours of required work, and thirty hours of elective work.

The thirty-one hours of required work are distributed as follows: Sixteen hours in the freshman year, nine hours in the sophomore year, three hours in the junior year, and three hours in the senior year.

The thirty hours of elective work are distributed as follows: Three hours of limited elective work in the sophomore year, six in the junior year, and six in the senior year; three hours of free elective work in the sophomore year, six hours in the junior, and six in the senior year.

No student will be allowed to take any elective course without the consent of the head of the department in which the subject is elected.

OUTLINE OF COURSES OF STUDY

COURSE A (*English*)	Hours	COURSE B (*Modern Languages*)	Hours	COURSE C (*Ancient Languages*)	Hours
FRESHMAN		**FRESHMAN**		**FRESHMAN**	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Latin I	3	Latin I	3	Latin I	3
French I or German I	3	French I or German I	3	French I or German I	3
Biology I or Chemistry I	3	Biology I or Chemistry I	3	Biology I or Chemistry I	3
Hygiene I	1	Hygiene I	1	Hygiene I	1
SOPHOMORE		**SOPHOMORE**		**SOPHOMORE**	
English II	3	English II	3	English II	3
History II	3	Latin II	3	Latin II	3
French II or German II	3	French II or German II	3	French II or German II	3
Latin II or German V or VI or French V or VI or Greek I or II	3	German V or VI or French V or VI	3	Greek I or II	3
Elective	3	Elective	3	Elective	3
JUNIOR		**JUNIOR**		**JUNIOR**	
Philosophy I and II	3	Philosophy I and II	3	Philosophy I and II	3
English	3	French III or	3	Latin	3
Any Language	3	German III		Greek	3
Elective	6	German VI or I or French VI or I	3	Elective	6
		Elective	6		
SENIOR		**SENIOR**		**SENIOR**	
Philosophy III and IV	3	Philosophy III and IV	3	Philosophy III and IV	3
English	3	French or German (adv.)	3	Latin (adv.)	3
Any Language	3	German or French (adv.)	3	Greek (adv.)	3
Elective	6	Elective	6	Elective	6

The Roman numerals refer to courses as numbered in the description of collegiate courses as given on pages 43-71.

In junior and senior years where no Roman numeral is given, the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

OUTLINE OF COURSES OF STUDY—Continued

COURSE D (*History and Economics*)	Hours	COURSE E (*Mathematics and Physics*)	Hours	COURSE F (*Science*)	Hours
FRESHMAN		**FRESHMAN**		**FRESHMAN**	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Mathematics I	3	Mathematics I	3	Mathematics I	3
French I or German I	3	French I or German I	3	French I or German I	3
Biology I or Chemistry I	3	Biology I or Chemistry I	3	Biology I or Chemistry I	3
Hygiene	1	Hygiene I	1	Hygiene I	1
SOPHOMORE		**SOPHOMORE**		**SOPHOMORE**	
English II	3	English II	3	English II	3
History II	3	Mathematics III	3	French II or German II	3
French II or German II	9	Physics I or II	3	Biology II or IV or Chemistry II and III	3
Any Language	3	French II or German II	3	A Second Science	3
Elective	3	Elective	3	Elective	3
JUNIOR		**JUNIOR**		**JUNIOR**	
Philosophy I and II	3	Philosophy I and II	3	Philosophy I and II	3
History or Economics	3	Mathematics or Physics	3	Biology or Chemistry	3
Any Language	3	Any Language	3	A Second Science	3
Elective	6	Elective	6	Elective	6
SENIOR		**SENIOR**		**SENIOR**	
Philosophy III and IV	3	Philosophy III and IV	3	Philosophy III and IV	3
History or Economics	3	Physics or Mathematics	3	Biology or Chemistry	3
Any Language	3	Any Language	3	A Second Science	3
Elective	6	Elective	6	Elective	6

The Roman numerals refer to courses as numbered in the description of collegiate courses as given on pages 43-71.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

COLLEGIATE COURSES

PHILOSOPHY

President Benedict.

I. Psychology. This course aims to give the student a grasp of mental facts, the power to analyze them, and an idea of their classification. It presents the science of psychology as a basis for the further study of philosophy. Angell's *Psychology* is used as a text, and collateral reading is carried on throughout the course in the works of James, Ladd, Sully, Külpe, Stout, Murray, and others.

Three hours a week. One semester. Required for junior work in all courses.

II. Ethics. This course aims to give the student a grasp of ethical problems and to lead to a solution of them by a critical study of historical ethical theories. Seth's *Study of Ethical Principles* is used in connection with Fite's *Introductory Ethics,* and reading is required from the works of Martineau, Sidgwick, and others.

Three hours a week. One semester. Required for junior work in all courses.

III. History of Ancient and Medieval Philosophy. This course aims to trace the movements of philosophic thought, beginning with the Greeks and going through the period of the Middle Ages.

Three hours a week. One semester. Required for senior work in all courses.

IV. History of Modern Philosophy. This course is a continuance of Course III, which is a prerequisite.

Three hours a week. One semester. Required for senior work in all courses.

ENGLISH

Professor Crawford.

The aim of the work in English is twofold: first, a study of the history and content of Literature, and, second, practice in Composition. Between these two a close relationship will be constantly emphasized with the end in view that the student's advancing knowledge and appreciation of the one shall find more adequate expression in her corresponding development in the other. The courses in Literature, therefore, are designed to give, first, a general survey of the History of English Literature emphasizing the chronological order and the relative importance of the different periods. In subsequent courses more concentrated study will be given to an interpretative appreciation of the representative writers of these periods with a view toward pointing out in what sense these writers are thus representative. In Composition, with each successive course, correspondingly advanced stress will be placed upon the proper organization and arrangement of material emphasizing accuracy in reference and unity in structure. Beginning with writing from a definitely stated purpose the work will advance toward the preparation of a thesis. Consultations in small groups will be an important feature in Courses

I and II, while individual consultations will characterize much of the work in Courses III and IV.

I. The History of English Literature from the Beginnings to Modern Times. In this course a text-book will be used, and definite readings in poetry and prose will be assigned.

Three hours a week throughout the year, with an additional hour each week for consultation.

Required in the freshman class in all courses.

II. (*a*) English Poetry of the early nineteenth century. A study of the poetry of Wordsworth, Coleridge, Byron, Shelley and Keats.

Three hours a week. First semester, with additional hours for consultation.

(*b*) English Literature from 1830. A study of the representative poets and prose writers of the Victorian age.

Three hours a week. Second semester, with additional hours for consultation.

Both (*a*) *and* (*b*) *are required in the sophomore class in all courses.*

III. (*a*) Dramatic Poetry, with special reference to Shakespeare. A study of the development of the drama with stress on comedy and tragedy.

Three hours a week. First semester. Junior elective.

(*b*) Non-Dramatic Poetry from Spenser through Milton. In this course a careful study will

be made of the allegory, the pastoral, the sonnet, and the epic as types of non-dramatic poetry.

Three hours a week. Second semester. Junior elective.

IV. (*a*) English Literature from the Beginnings to the Norman Conquest.

Three hours a week. First semester. Senior elective.

(*b*) English Literature from the Norman Conquest to 1400, with special emphasis on Chaucer.

Three hours a week. Second semester. Senior elective.

V. Advanced Composition. This course is designed to review the principles of composition and to study, largely from the standpoint of theory, versification, figures of speech, structure, and style.

Three hours a week throughout the year. Open to junior and seniors who are taking Course A.

BIBLICAL HISTORY AND LITERATURE

Professor Rollins.

*I. Studies in the History and Literature of the Hebrews from the Earliest Times to the Age of the Maccabees.

Three hours a week. First semester. Junior and senior elective.

*II. The Life and Teachings of Christ.

Three hours a week. Second semester. Junior and senior elective.

*Not given this year.

*III. The Life of Paul.

A study of the life of Paul in connection with his epistles.

Three hours a week. First semester. Senior elective.

Open to students who have completed Courses I and II.

*IV. The History of the Bible.

A study of the history of the canon of the Old and New Testaments, and of the various translations of the Bible,—in short, a history of the Bible in the church.

Two hours a week. Second semester. Senior elective.

*V. Comparative Religion.

A study of some of the great religions of the world and a comparison of each with Christianity.

One hour a week. Second semester. Senior elective.

FRENCH

Professor Worthington.

I. A course for the general enlargement of the student's vocabulary. Reading is selected from the following: Hugo's *Poems, Les Misérables* or *Quatre-Vingt-Treize;* Balzac's *Les Chouans,* or *Eugénie Grandet,* St. Beuve's *Sept Causeries de Lundi;* Pailleron's *Le Monde où l'on s'ennuie;* Rostand's *L'Aiglon, Cyrano de Bergerac,* or *Chantecler;* Loti's *Selec-*

*Not given this year.

tions. Difficult sight translation chosen from contemporary novelists, poets, and essayists, and from current newspapers and magazines.

Weekly reproductions or compositions. Review of important points in grammar.

Special study of idioms and use of modal auxiliaries.

Three hours a week. One year. Required in the freshman year of all who have offered French as a second language for entrance. Required in the junior year in Courses B of all who have offered French as a third language for entrance. Junior or *senior elective in Courses A, C, D, E, F.*

II. Study of the literature and society of the seventeenth century. The reading, done partly in class and partly by private study on which tests will be held from time to time, will be selected from the following: Corneille's *Le Menteur, Polyeucte, Le Cid;* Racine's *Esther, Athalie, Phèdre, Andromaque, Iphigénie;* Molière's *Les Prècieuses Ridicules, Les Femmes Savantes, L'Ecole des Femmes, Le Misanthrope, Les Fourberies de Scapin, Le Bourgeois Gentilhomme;* Mme. de Maintenon's *Extraits sur l'Education des Filles;* Madame de Sévigné's *Lettres;* Fénelon's *Traité de l'Education des Filles;* La Fontaine's *Fables;* La Bruyère's *Les Caractères;* La Rochefoucauld's *Maximes;* Mason's *Women of the French Salons;* Voltaire's *Siècle de Louis XIV;* Crane's *Le Société française au dix septième siècle;* Lanson's *Histoire de la Littérature Française;* War-

ren's *French Prose of the 17th Century;* Pellissier, Lintilhac, Brunetière (reference).

Three hours a week. One year. Required in the sophomore year of all who have offered French as a second language for entrance. Senior elective in Courses A, C, D, E, F.

III. (*a*) Study of the literature and society of the eighteenth century. Reading is selected from the following: Massillon's *Petit Carême;* Montesquieu's *Lettres Persanes,* selected; Marivaux's *La Seconde Surprise de l'Amour* and *Le Jeu de l'Amour et du Hasard;* Regnard's *Le Joueur;* Beaumarchais's *Barbier de Séville;* Le Sage's *Crispin, Turcaret,* selections from *Gil Blas;* Rousseau, Bouffon, Diderot's *Pages Choisies;* Voltaire's *Lettres;* Lanson's *Choix de Lettres du XVIII^e Siècle;* Crane's *Scènes de la Révolution Française;* Faguet, Lanson, Pellissier, Brunetière (reference).

Three hours a week. One year. Junior elective.

(*b*) Study of the literary movements of the nineteenth century in France in the *genres* of drama, novel, lyric, poetry, and criticism. Authors studied will be Chateaubriand, Mme. de Staël, De Musset, Lamartine, Hugo, De Vigny, Gautier, Sand, Dumas, Balzac, Flaubert, Maupassant, Daudet, Goncourt, Zola, Le Conte de Lisle, Sully-Prudhomme, De Herédia, Coppée, Dumas, *fils,* Augier, Renan, Taine, St. Beuve, Le Maître.

Three hours a week. One year. Junior elective. Given alternately with III (a). Given in 1911-12.

*IV. Introduction to the Literature of the Middle Ages and to that of the Renaissance. Texts read: *Chansom de Roland;* Chrétien de Troies's *Cligès;* Aucassin et Nicolette; Bartsch and Horning's *Chrestomathie;* Montaigne's *Essais;* Rabelais's *Selections;* Ronsard and the Pléiade.

Careful study of the grammatical forms incidental to reading, lectures, private reading.

Three hours a week. One year. Senior elective.

V. Aldrich and Foster's *French Reader; Le Voyage de M. Perrichon; La Mare au Diable; Graziella; Contes de Daudet.*

Fraser and Squair's French Grammar.

Dictation, memorizing passages.

Three hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.

VI. Augier's *Le Gendre de M. Poirier;* Michelet's *Prise de la Bastille;* Canfield's *French Lyrics;* Coppée's *Le Luthier de Crémone et Le Tresor;* Mérimée's *Colomba;* Hugo's *Les Misérables; Hernani.*

Fraser and Squair's French Grammar.

Composition, *résumés,* dictation, memorizing passages in prose and poetry.

Three hours a week. One year. Required in the sophomore year in Course B of all who have offered French as the third language for entrance. Sophomore, junior, and senior elective in Courses A, C, D, E, F.

*Not given this year.

GERMAN

Miss Ward.

I. The aim of this course is two-fold: to give students facility in reading German classics and to develop in them an appreciation of German Literature.

Readings selected from the following classics: Lessing's *Nathan der Weise;* Scheffel's *Ekkehard;* Meyers' *Der Heilige;* Schiller's *Ballads* and *Wallenstein;* Goethe's *Egmont* or *Laokoön;* Priest's *Brief History of German Literature;* Jagemann's *Prose Composition and Syntax.*

Three hours a week. One year. Required in the freshman year of all who have offered German as a second language for entrance. Required in the junior year in Course B of all who have offered German as a third language for entrance. Junior and senior elective in Courses A, C, D, E, F.

II. Study of German Literature continued, with especial attention to the Literature of the Middle Ages.

Wenckebach's *Meisterwerke des Mittelalters;* Kluge's *Deutsche National-Litteratur.* Study of Klopstock, selections from the *Messias* and the *Odes;* Lessing's *Hamburgische Dramaturgie.* Selections from Herder. Goethe's *Faust.* Original composition.

Three hours a week. One year. Required in the sophomore year of all who have offered German as a second language for entrance. Senior elective in Courses A, C, D, E, F.

*III. (*a*) *Geschichte der deutschen Sprache; Deutsche Metrik.*

(*b*) German Literature in the Nineteenth Century.

Three hours a week. One year. Junior elective.

*IV. Middle High German.

Paul's *Mittelhochdeutsche Grammatik;* Bartsch-Golther's *Deutsche Liederdichter des 12-14 Jahrh;* Golther's *Der Niebelunge Nôt;*

or

Old High German and Gothic.

Schauffler's *Althochdeutsche Litteratur, mit Grammatik;* Braune's *Gotische Grammatik;* Jantzen's *Gotische Sprachdenkmaeler.*

Two hours a week. One year. Senior elective.

V. Short course. Courses V and VI are college courses covering the amount of work required for entrance to Course I.

Andersen's *Bilderbuch ohne Bilder;* Zschokke's *Der Zerbrochene Krug;* four German Comedies (Manly & Allen); Wichert's *Als Verlobte empfehlen sich;* Carmen Sylvia's *Aus Meinem Konigreich;* Heyse's *L'Arrabbiata.* Sheldon's Short German Grammar.

Three hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.

VI. Short course, continued.

Benedix's *Die Hochzeitsreise;* Lessing's *Minna von Barnhelm;* Goethe's *Hermann und Dorothea;*

*Not given this year.

Schiller's *Wilhelm Tell and Die Glocke;* Heine's *Die Harzeise;* Gerstäcker's *Irrfahrten;* Freytag's *Karl der Grosse;* Pope's *German Composition.*

Three hours a week. One year. Required in the sophomore year in Course B of all who have offered German as a third language for entrance. Sophomore, junior, and senior elective in Courses A, C, D, E, F.

ANCIENT LANGUAGES

MISS FRASER.

LATIN

I. Livy, Books 21-22 (abridged edition); *Rome* and *Carthage,* R. B. Smith; Horace, Selections from *Odes* and *Epodes;* Latin writing, exercises based mainly on Cicero.

Four hours a week. One year. Required in freshman year of Courses A, B, and C.

II. Latin poetry. Mackail's Latin Literature. Selections from Ovid, Tibullus, Propertius, Catullus, Virgil, *Eclogues* and one of the *Georgics.*

Three hours a week. One year. Required in sophomore Courses B and C.

III. Plautus's *Captivi;* Terence's *Phormio;* Lucretius's *De Rerum Natura;* Mackail's History of Latin Literature.

Three hours a week. One year. Given alternately with Course IV. Given in 1910-11.

*IV. Pliny's Letters; Juvenal; Martial; Tacitus' *Germania* and *Agricola;* Capes's Early Empire.

Three hours a week. One year. Given alternately with Course III. Given in 1911-12. III or IV is required in junior year of Course C. Both are junior and senior electives.

*V. Sight Translation; Sallust's Jugurthine War; Cicero's *De Amicitia.*

Three hours a week. One semester. Junior and senior elective.

VI. Latin Composition.

One hour a week. One year. Junior and senior elective.

VII. Roman Antiquities.

Two hours a week. One year. Junior and senior elective.

*VIII. Historical Grammar of the Latin Language.

Three hours a week. One semester. Senior elective.

GREEK

*I. Elementary Greek, Forman's First Greek Book; Essentials of Grammar; Simple exercises in Composition; Xenophon's *Anabasis,* four books; Sight Reading from the New Testament.

Five hours a week. One year.

*Not given this year.

*II. Lysias's Selected *Orations;* Plato's *Apology* and *Crito;* Prose Composition; History of Greek Literature.

Four hours a week. One year. This course or Course III required in sophomore year of Course C.

*III. Demosthenes's Three *Philippics;* Plato's *Phœdo.*

Three hours a week. One year. Required in sophomore or junior year of Course C.

*IV. Greek Drama; Euripides's *Iphigenia in Tauris;* Sophocles's *Œdipus Tyrannus;* Æschylus's *Prometheus Bound;* Aristophanes's *Frogs;* Aristotle's *Poetics.*

Three hours a week. One year. Junior or senior elective.

*V. Greek Tragedy: Aristotle's Theory of Tragedy; Æschylus's *Agamemnon;* Sophocles's *Œdipus Coloneus* and *Antigone;* Euripides's *Hippolytus.*

Three hours a week. One year. Junior or senior elective.

*VI. Thucydides's *Sicilian Expedition;* Herodotus's *Persian War.*

Three hours a week. One semester. Junior and senior elective.

*VII. Prose composition.

Three hours a week. One semester. Junior and senior elective.

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*Not given this year.

*VIII. Greek Life; History of Greek Art. Textbooks and lectures.

Three hours a week. One semester. Junior and senior elective.

HISTORY

Miss Sparrow.

I. General European History.

This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions of the Middle Ages, such as feudalism, the church, the Mediaeval Empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy.

Three hours a week. One year. Required in the freshman year of all courses.

II. History of the Renaissance.

This course contains, first, the political history of Europe during the fourteenth, fifteenth, and sixteenth centuries, with the quickened life of the people as it manifested itself in art, letters, science and discovery. Second, it covers the Reformation and the Reaction.

Lectures dealing with special phases of the Renaissance of literature, of art, of music, of science, and of conscience, will be given in this course by members of the faculty of other departments.

*Not given this year.

This course presupposes Course I.

Three hours a week. One year. Required in the sophomore year of all courses.

III. English Political History.

This course contains a general view of English History, with special reference, first, to the development of the Constitution; second, to the growth of the British Empire.

Three hours a week. One year. Junior and senior elective.

This course alternates with Course IV.

IV. United States History.

Three hours a week. One year. Junior and senior elective.

This course alternates with Course III.

*V. The Principles of Economics.

Three hours a week. One year. Junior and senior elective.

MATHEMATICS

Miss Patteson.
Miss Morenus.

I. (*a*) Solid and Spherical Geometry.

(*b*) Algebra and Plane Trigonometry.

Four hours a week during the year. Required in freshman work of Courses D, E, and F.

*Not given this year.

II. Advanced Algebra.

Open to students who enter without conditions in mathematics.

Two hours a week throughout the year.

III. Conic Sections and Plane Analytical Geometry.

Open to students who have completed Course I.

Three hours a week throughout the year.

IV. Elementary Differential and Integral Calculus.

Open to students who have completed Course III.

Three hours a week throughout the year.

V. Projective Geometry.

Open to students who have completed Course III.

Three hours a week throughout the year.

*VI. History of Mathematics.

Open to students who have completed Course IV.

Twice a week throughout the year.

CHEMISTRY

Miss Guion.

I. Descriptive Inorganic Chemistry.

This course deals with the preparation, properties, and relationships of the more important elements and inorganic compounds. Reference is made on all

*Not given this year.

occasions to applications of chemistry to practical problems, especially those of a domestic nature as applied in Course VII of the department of Domestic Science.

The historical and descriptive sides of the subject are presented through lectures and lecture experiments, which are supplemented by the study of some standard text-book. The laboratory work is intimately connected with the lecture course.

The aim of the course is twofold: first, to train the student to be keenly observant, to independently reason out the explanation of the phenomena which she sees and to be deft in manipulation; and secondly to furnish accurate knowledge of the underlying principles of chemistry as an indispensable precedent to its rational application to any problem.

Lectures, three hours a week. Laboratory work, four hours a week. One year.

II. Qualitative Analysis.

In this course the student learns for herself the characteristic reactions of the elements, and their compounds with different reagents. Her knowledge is then tested by practical application to the analyses of unknown substances.

Prerequisite, Course I.

Lectures, three hours a week. Laboratory, six hours a week. First semester.

III. Quantitative Analysis.

Quantitative analysis includes simple experiments in both volumetric and gravimetric determinations and the study of the reaction involved therein.

Prerequisites, Courses I and II.

Lectures, three hours a week. Laboratory work, six hours a week. Second semester.

IV. Organic Chemistry.

This course is a study of carbon and its compounds, with special reference to their practical uses.

Lectures, three hours a week. Laboratory work, six hours a week. One year.

Prerequisites, Courses I, II and III, or VI.

Junior and senior elective.

*V. Historical and Theoretical Chemistry.

Prerequisites, Courses I, II and III, or VI.

Lectures, three hours a week. One year.

Junior and senior elective.

*VI. Advanced Inorganic Chemistry.

This course is planned for those students who have met the college entrance requirements in general chemistry. After reviewing the fundamental theories of the science, the chemistry of the metals will be studied.

Lectures, three hours a week. Laboratory work, four hours a week. One year.

BIOLOGY

Miss Noyes.

I. General Biology.

The aims of this course are to give the student a comprehensive view of the general principles and

*Not given this year.

fundamental facts of Biology, and to train her to keen observation, accurate investigation, and independent judgment.

Lectures and text-books present questions of biologic importance, such as ecology, evolution, and heredity, and also deal with the general characters and relationships of the various forms studied.

Common forms from both plant and animal kingdoms are chosen for study in laboratory and field, as a basis for the clear understanding of the elementary principles of morphology, physiology, histology and embryology.

Lectures, three hours a week. Laboratory, library and field work, six hours. One year.

*II. Biological Technique.

Prerequisite, Biology I.

This course is designed for those desiring advanced work in biology, and for prospective teachers of biology. It deals with the most important methods of collection culture, preservation and preparation of material needed for courses in biology in secondary schools.

Laboratory course, nine hours a week. One semester.

*III. Historical Biology.

Prerequisite, Biology I.

This course presents a brief survey of the growth of scientific thought and development of biologic sciences from the Greek Epoch down to modern times.

*Not given this year.

Lecture and library course, three hours a week. One semester.

ZOOLOGY

I. Invertebrate Zoölogy.

Prerequisite, Biology I, except by special arrangement.

In this course a comparative study of the main phyla is made, approached by means of laboratory work upon selected representatives. The lectures comprise a survey of the various phyla, and are supplemented by the study of some standard text.

Lectures, three hours a week. Laboratory and field work, six hours. One year. Elective.

Zoölogy I and Botany I are given in alternate years.

II. Animal Histology.

Prerequisites, Biology I and Zoölogy I, or Botany I.

This course deals with the microscopic study of animal tissues, and is especially designed for prospective medical students. Some practice in the histological preparation of tissues is obtained.

Laboratory, eight hours. Lecture, one hour. One semester.

Omitted in 1911-1912.

III. Embryology.

Prerequisite, Zoölogy II or IV.

This course will begin with a brief study of the embroyological development of several invertebrate types, and considers more fully the embryology of the frog, chick and rabbit as representatives of vertebrate development. As Zoölogy II it is especially designed for prospective medical students.

Lectures and library work, three hours a week. Laboratory work, six hours. One semester. Elective.

IV. Comparative Anatomy of Vertebrates.

Prerequisite, Zoölogy I.

This course is intended for students of general zoölogy as a supplement to Course I. It is also adapted to the needs of those intending to study medicine, giving a broad foundation for the study of human anatomy.

Lectures and library work, three hours a week. Laboratory work, six hours. One semester. Elective.

V. Ornithology.

An elementary course designed to give the student some knowledge of the birds of the vicinity. The classification, morphology, migration and economic importance of birds will be considered. Each student is required to keep a list of the winter residents and spring migrants.

Lecture and library work, two hours a week, to be substituted later by field work. Second semester. Given 1911-12. Elective.

PHYSIOLOGY AND HYGIENE

PROFESSOR HARLEY.

I. HYGIENE.

The human mechanism and personal hygiene. *First semester.*

House and municipal sanitation and the prevention of transmissible diseases. *Second semester.*

One hour a week. One year.
Required in freshman work of all courses.

II. ADVANCED PHYSIOLOGY.

This course includes a study of advance physiology and lectures on practical nursing.

Two hours of class work and two hours of laboratory work. One semester. Junior and senior elective.

COURSES IN HOME ECONOMICS

MISS CHAPMAN.

I. FOOD.

This course comprises the study of food principles, the buying, preparation, and serving of food, and the planning of menus.

One period a week, lecture.
Four periods a week, laboratory.

II. FOOD.
Prerequisite, Course I in Foods.

This course is a continuation of Course I. The simple principles of dietetics, economy of foods, the relative digestibility of foods, are considered.

One period a week, lecture.

Four periods a week, laboratory.

III. The Chemistry of Foods and the Physiology of Nutrition.

Advanced course, *a college elective for juniors and seniors.*

Prerequisites, Entrance credit in physics, Chemistry I, Chemistry IV, Biology I.

This course comprises: (*a*) the study of the chemistry of the food principles and the changes affected in manipulation, in fermentation, in digestion, and in the application of heat; (*b*) the study of the chemistry of the body tissues and secretions with reference to their functions in metabolism; (*c*) the application of (*a*) and (*b*) to the selection, preparation and serving of foods.

Three hours a week. Lectures. One year.

Six hours laboratory work.

IV. Clothing.

This course comprises the study of hand-sewing, including mending, darning, and patching; the drafting, cutting, fitting and making of undergarments and dresses of wash material. A study is made of the manufacture of the cloth used, and its value and fitness to purpose.

One period a week, lecture.

Four periods a week, laboratory.

V. Shelter.

This course comprises the study of house architecture, including the situation, surroundings and construction of the house; the study of the hygiene of the home, including water supply, drainage, heating, lighting, and ventilation; the study of house decoration and furnishing; the study of the organization of the household, the division of income and the cost of living, and the care of the house and family.

Two periods a week, lectures.
Two periods a week, laboratory.

The department calls attention to the Mary Lowell Stone Home Economics Exhibit, which has been presented to the college.

MUSIC

Miss Young.

Miss Gardner. Miss Gilder.
Miss Crawford. Miss Robertson.

THEORETICAL AND HISTORICAL COURSES

I. Elements of Music.

This course includes notation, rhythm, scales, intervals, simple part writing, elementary form. Ear training and keyboard exercises.

Two hours a week. One year.
Does not count towards the A. B. degree.

II. Harmony.

Chords, harmonizing of melodies, dissonances, cadences, modulation.

Three hours a week. One semester. Open to all who have completed Course I, or who have taken an equivalent amount of preparatory work. Will count toward the A. B. degree as junior and senior elective, when accompanied by such practical work as is prescribed by the Director.

III. Advanced Harmony.

Sequences, non-harmonic tones, organ point, altered and broken chords, modulation.

Three hours a week. One semester. Open only to those who have completed Course II. Will count toward the A. B. degree as junior and senior elective, when accompanied by such practical work as is prescribed by the Director.

IV. Counterpoint.

Three hours a week. One semester. Open to all who have completed the course in Harmony. Will count toward the A. B. degree, when accompanied by such practical work as is prescribed by the Director.

V. Analysis and Free Composition in Small Forms.

Three hours a week. One semester. Open to all who have completed Course IV. Will count toward

the A. B. degree, when accompanied by such practical work as is prescribed by the Director.

VI. History of Music.

Music of the ancients, the Greek modes, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters.

Three hours a week. One semester.

Junior and senior elective.

VII. History of Music.

Study of the classic, romantic and modern schools of composition, history of instruments and the lives of the great composers with practical illustrations from their works.

Three hours a week. One semester. Open to all who have completed Course V. Junior and senior elective.

Technical musical preparation is not essential to students wishing to enter Courses VI and VII.

PRACTICAL COURSES

These courses do not count toward the A. B. degree except in conjunction with theoretical Courses II, III, IV, and V.

Pianoforte.

Systematic training is given in thoroughly modern methods of technique and tone production, studies and instructive works suitable to the requirements

of the individual pupil being used. Though the importance of technical proficiency is fully recognized, the main object of this course is to bring the student into sympathetic contact with the best music and to impart a broad and educative knowledge of the best literature for the pianoforte.

Voice Culture.

The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

Choral Singing.

Two courses in chorus work are offered:

(*a*) For students who have had no previous training.

(*b*) Glee Club work, for students able to read at sight and having suitable voices.

Violin.

A class in violin playing is conducted by Mr. Gustav Kluenter, of Lynchburg.

Students who play orchestral instruments will have the advantage of membership in the Sweet Briar orchestra.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

VIII. Musical Appreciation.

This course, which is open to all students and requires no previous musical knowledge, aims to give

a general comprehension of music such as will enable the hearer to listen intelligently. It includes an explanation of thematic development; ear training in harmonic perception; description of the principal musical forms, of present-day instruments and the orchestra; a general view of folk and church music, song, oratorio and opera; and the lives and works of the more representative composers.

One hour a week. One year. Does not count towards the A. B. degree.

The department is also prepared to offer courses in double counterpoint, canon, fugue, score reading, and the study of orchestral works.

ART

Miss McLaws.

HISTORIC COURSES

I. Ancient and Classic Art.

This course seeks through various forms of art expression to understand the ideals, activities and results of the lives of peoples in the evolution of civilization.

It studies the Egyptian, Indian, Chinese, Japanese, Greek, Roman, Saracenic and Byzantine types.

II. Medieval and Modern Art.

This course aims to understand the meaning and effect of the Renaissance on modern life.

It includes a study of Gothic art and the Renaissance as expressed in Italy, France, England, the Netherlands and the Colonial Period of the United States.

PRACTICAL COURSES

III. Elementary Drawing and Color Course.

Drawing and sketching in pencil, charcoal and color from nature, life, cast and still life.

This course aims to see and represent things pictorially for form, line, color and composition. Qualified students may work in oil.

IV. Design and Applied Course.

The theory of harmony in color, form and material is developed by a logical sequence of problems dealing with pictorial composition, design and applications to block-printing, stenciling, clay and other mediums of expression.

V. Jewelry and simple flat metal course.

CERTIFICATES

The college will accept, instead of examinations, certificates from schools doing standard college preparatory work, whose pupils are admitted on certificate to other colleges of the first rank. Application for admission on certificate should be made to the President, and should be accompanied by a full state-

ment of the college preparatory course offered by the school, and the amount of work done by the student who wishes to enter.

ADMISSION TO ADVANCED STANDING

Students will be admitted to advanced standing. When advanced standing is asked for, however, request therefor must be submitted to the committee on academic requirements through the heads of the departments in which this standing is asked. Full credits will not be given until after the completion of the first semester's work. No student will be allowed to graduate with less than one year of residence work.

DEGREES

The A. B. degree is the only degree given at present.

GENERAL REQUIREMENTS

All students are required to take five subjects, three of which must be other than music, art, or domestic science.

All students who have not completed the college entrance work are required to make up that work in which they are deficient. Exceptions to the rule may be made in cases of those students who present satisfactory certificates of graduation from Preparatory Schools.

GENERAL INFORMATION

EXPENSES FOR THE YEAR

Payable semi-annually in advance.

Checks should be made payable to *Sweet Briar Institute.*

Board, room, laundry	$300.00
Tuition	150.00
Music, vocal	75.00
Music, instrumental, including piano for practice	75.00
Art	50.00
Extra charge for single room or for share in suite of rooms	50.00
Laboratory fee, for each course in chemistry, physics, biology, or domestic science	10.00
Lecture and church dues	10.00
Diploma	5.00

Ten dollars must be paid upon applying for entrance. This will be credited to the student's account for the first half year, and will be forfeited by the student unless notice of withdrawal is given before August fifteenth of the year for which the application is made.

Students are charged from $1.00 to $1.50 a day for care in the infirmary. In cases of prolonged or serious illness requiring the special care of a trained nurse, the cost of the nurse and nurse's board is charged to the student.

There is an extra charge of twenty-five cents each for meals sent to rooms.

Students are charged for guests who take meals or remain over night on the campus.

Laundry, beyond the eighteen pieces allowed weekly, is charged for at regular prices.

Books, music, stationery, drugs, etc., are charged for at regular prices and may be obtained at the college.

Books and stationery are obtained from the Students' Book Shop. Bills for these must be settled directly with this shop, and not through the college. Students must deposit $15.00 for the first semester and $5.00 for the second to cover the cost of books only. The balance will be returned in June. No books will be ordered for those who have not made this deposit. Checks should be made payable to the Students' Book Shop.

DEDUCTIONS

No deduction will be made from sums paid for tuition except tution in music.

No deduction of any kind will be made unless the absence of the student, or delay in arriving, is for reasons meeting the approval of the President of the college. In cases of students withdrawing at Christmas, no deductions will be made unless special arrangement has been made when the students are entered.

Where a student enters more than one month after the beginning of a semester, or is withdrawn more

than one month before the end of a semester, a deduction at the rate of thirty dollars per month will be made from the charge for board, and at the rate of eight dollars per month from the charge for tuition in music, either vocal or instrumental.

A deduction from the charge for tuition in music will also be made when for reasons satisfactory to the President a student takes up music more than a month after the beginning of the semester, or drops it more than a month before the end of the semester.

No other deductions will be made.

SCHOLARSHIPS

Several scholarships affording free tuition (which does not include the charge of $300.00 for board, room, and laundry) have been established for distribution in the State of Virginia. Students may be recognized as candidates only when actually residents of the state during at least one year next preceding their admission to the college. These scholarships are bestowed on the basis of examinations under the rules and regulations laid down by the President of the college, and are open only to applicants who are able to enter the freshman class without conditions. One scholarship, also paying tuition, is offered to those applying from any of the Southern States.

All scholarships are awarded for one year only, but may be held a second year if the student maintains a sufficiently high standard of scholarship.

GOVERNMENT

The discipline of the college, as well as its other phases, aims to be educative, and students are led to be self-directing as far as possible. To this end as much freedom from rules is given as is consistent with the regular life of the school.

A Student Government Association has been organized which controls order and promptness in all places not directly under the control of a member of the Faculty, by laws of its own making which have been approved by the Faculty.

All trips away from the college, whether to Lynchburg or elsewhere, and the reception of guests, are subject to the permission of the President and her requirements regarding chaperonage.

REGULATIONS REGARDING RETURN AFTER HOLIDAYS

In case any student will not be at Sweet Briar by the time specified for registration, she is required to notify the President before the close of the vacation, either by letter or telegram, explaining her absence. She is not to return to Sweet Briar until she has received permission to do so from the Faculty.

In cases where there is no reasonable excuse, the Faculty may decide that a student will not be permitted to return to Sweet Briar for the remainder of the half-year.

In other cases, after considering excuses, the Faculty may allow students to return within a shorter time.

In cases of severe illness, or other serious occurrence, students will be permitted to return as soon as possible.

RELIGIOUS LIFE

While not sectarian, the college emphasizes the principles of Christianity and tries to have them exemplified in its life. Daily devotional exercises are held every evening at seven o'clock. Church services are held every Sunday both morning and evening. Attendance is required at the daily and Sunday services.

Classes are organized for Bible study. Three-hour courses are offered as elective work counting toward the A. B. degree. One-hour courses, open to all students, are offered as follows:

(1) Outline studies of selected books of the Old Testament, *one year.*

(2) Studies in the four Gospels, *one semester.*

(3) Outline studies of selected books of the New Testament, *one semester.*

A branch of the Young Woman's Christian Association conducts weekly meetings, and is engaged in practical work.

The religious work is in charge of the resident Chaplain, who devotes all his time to the work at the college, and who is able to come into close personal touch with the students.

HEALTH

The health of the student is considered of prime importance. A physician who has had the best training and wide experience resides on the campus and has charge of the health of the students. All students are required to take physical examinations upon entering the college and the exercise is prescribed by the physician.

Owing to the possibility of much out-door life, the exceptionally fine climate, and the excellent water supply, students keep uniformly well, and many students who could not take college courses in places more confining, or of more rigorous climate, can work here and steadily improve in health.

LECTURES AND CONCERTS

Addresses and concerts were given during the year 1909-10 by the following:

Mr. Charles A. Underhill.
Reverend J. Cleveland Hall.
President Henry N. Snyder.
Dr. Charles H. Vincent.
Professor Edwin Mims.

Dr. Ralph Adams Cram.
Dr. Samuel M. Crothers.

Mme. Mary Hissem DeMoss.
Mme. Yolanda Mérö.
Mr. Horatio Connell.

RAILROAD CONNECTIONS

Sweet Briar is a flag station on the main line of the Southern Railroad, twelve miles north of Lynchburg (see map).

Connections may be made with the Southern Railroad at Lynchburg from the Chesapeake and Ohio and the Norfolk and Western railroads.

Several local trains a day stop at Sweet Briar.

MISCELLANEOUS

The Sweet Briar omnibus runs between the college buildings and the station, but meets regularly only certain trains. Persons expecting to arrive or depart should send word to the Business Manager.

The college may be reached by long distance telephone from Lynchburg.

All articles sent by freight or express should be prepaid.

Each student supplies her own soap and towels and an extra blanket or quilt.

All garments sent to the laundry must be marked with Cash's woven names. Laundry books containing laundry regulations and lists may be purchased at the college.

REGISTRATION

Students wishing to be enrolled should send (1) an application for admission, giving information regarding schools previously attended with names and addresses of principals; (2) a statement made and signed by the principal of the school last attended showing subjects studied and amount of work covered in each subject; (3) a registration fee of ten dollars. In cases where students are not introduced through students or friends of the college, names of references are required.

Blanks for (1) and (2) will be forwarded on application to the President.

Rooms are not reserved until the above conditions are complied with.

STUDENTS

Booth, Alma Wheeler.....Petersburg, Va.
Hurt, Virginia .....Blackstone, Va.
Keller, Esther .....Muncie, Ind.
Morriss, Emma Wilson.....Richmond, Va.
Murray, Josephine Wadsworth.....Johnstown, N. Y.
Parker, Mary Virginia.....Franklin, Va.

Keller, Nelle .....Muncie, Ind.
Matson, Frances Noyes .....Johnson City, Tenn.
Wilson, Loulie .....Rock Hill, S. C.
Zaegel, Elsie L. .....Sheboygan, Wis.

Avirett, Donnell Dunbar.....Cumberland, Md.
Buffington, Eugenia .....Evanston, Illinois.
Cornwall, Esther Hazard.....Short Hills, N. J.
Dalton, Margaret Louise.....Winston-Salem, N. C.
Franke, Elizabeth .....Louisville, Ky.
Grammer, Elizabeth Maude.....Philadelphia, Pa.
Hardie, Sue .....Birmingham, Ala.
Horner, Eva .....Asheville, N. C.
Lamfrom, Helen .....North Baltimore, Ohio.
Marshall, Lucile .....Cleveland, Ohio.
Pinkerton, Mary Broughton.....Norfolk, Va.
Ribble, Margaretha A.....Wytheville, Va.
Richardson, Bernice L.....Leominster, Mass.
Richardson, Frances McP.....Charleston, W. Va.
Thach, Mayo .....Birmingham, Ala.
Thomas, Margaret Hazel.....Bramwell, W. Va.
Tyler, Mary .....Hagerstown, Md.
White, Rebecca B.....Walton, N. Y.

Callan, Grace Margaret.....Ilion, N. Y.
Cunningham, Jane .....Amherst, Va.
Driver, Erna .....New York, N. Y.
Green, Elizabeth Temple.....Charles Town, W. Va.
Hayes, Ellen Van Valzah.....Bellefonte, Pa.

Koon, Eleanor ..... Houlton, Maine.
Maurice, Ruth ..... New York, N. Y.
Miller, Sallie Rutherford..... Huntington, W. Va.
Patton, Rebekah E..... Catlettsburg, Ky.
Schoolfield, Lucille ..... Danville, Va.
Slaughter, Susan Reid..... Norfolk, Va.
Sommerville, Eleanor ..... New York, N. Y.
Sutherland, Mary M..... Rochester, N. Y.
Swain, Alice Greenleaf..... East Orange, N. J.
Thompson, Doris Majorie..... Toledo, Ohio.
Walkup, Elsie ..... Crawfordsville, Ind.
Washburn, Henrietta M..... Philadelphia, Pa.
Wilson, Katherine ..... Lexington, Mo.

Abbott, Virginia ..... Birmingham, Ala.
Allen, Charlotte Mary..... Houston, Texas.
Alexander, Jeanne ..... Lynchburg, Va.
Anderson, Elizabeth ..... Lynchburg, Va.
Anderson, Florence ..... Philadelphia, Pa.

Baker, Laura Margaret ..... Purcellville, Va.
Bancroft, Dorothy ..... Springfield, Ohio.
Barnett, Frances Ruth..... Lynchburg, Va.
Beadles, Louise Holliday..... Danville, Va.
Bell, Mary Waddell ..... Staunton, Va.
Beville, Julia A..... Jacksonville, Fla.
Blount, Mollie ..... Pensacola, Fla.
Bosson, Catherine ..... Indianapolis, Ind.
Bowie, Elizabeth ..... Birmingham, Ala.
Bradfield, Emma E..... Barnesville, Ohio.
Bradford, Walker ..... Charleston, W. Va.
Brooks, Clara May..... San Antonio, Texas.
Bryan, Flora C..... Charlotte, N. C.
Bryan, Meta Holt ..... Jacksonville, Fla.
Buchanan, Harriet Graham..... Richmond, Va.
Bullard, Rebekah Houston..... Hackensack, N. J.

Camp, Leta ..... Ocala, Fla.
Caperton, Caroline ..... Charleston, W. Va.
Carothers, Bessie ..... Louisville, Ky.

Carroll, Clytie ..... Beaumont, Texas.
Carroll, Grace ..... Beaumont, Texas.
Carter, Mary Louise..... San Antonio, Texas.
Catlett, Lucy H. ..... Staunton, Va.
Cheney, Lucy L..... Defiance, Ohio.
Clark, Theodosia Breckenridge..... Evanston, Ill.
Cobb, Margaret Lucile ..... Norfolk, Va.
Cooper, Sarah ..... Hopkinsville, Ky.
Covey, Katherine ..... Bloomington, Ill.
Craddock, Elise..... Lynchburg, Va.
Crain, Marion K..... Overbrook, Pa.
Craven, Elizabeth ..... Geneva, N. Y.
Culberson, Eugenia ..... Houston, Texas.

Darnall, Elizabeth ..... Roanoke, Va.
Darnell, Pauline M..... Memphis, Tenn.
Davidson, Nellie Chichester..... Washington, D. C.
Denham, Sara Croom..... Jacksonville, Fla.
Denman, Susanna Dorothy..... San Antonio, Texas.
Dittenhaver, Helen Louise..... Toledo, Ohio.
Doyle, Florence ..... Rochester, N. Y.
Duvall, Margaret ..... Baltimore, Md.

Eisendrath, Alma L..... Chicago, Ill.
Elliott, Faye A..... Cincinnati, Ohio.
Ely, Mildred ..... Barnesville, Ohio.
Engelhard, Margaret Jean..... Evanston, Ill.
Erck, Clare ..... Philadelphia, Pa.
Ervin, Addie Celeste ..... Richmond, Va.
Ervin, Mary Henrietta..... Richmond, Va.
Evans, Harriet McNair..... Amherst, Va.
Everett, Hallie Call..... Guyandotte, W. Va.

Farris, Marcelite A..... Memphis, Tenn.
French, Marjorie M..... Barneveld, N. Y.
Furman, Eleanor ..... Greenville, S. C.

Gregg, Cora Esther..... Birmingham, Ala.
Gregory, Ethel ..... Norfolk, Va.
Gregory, Jane ..... Austin, Texas.

Griffin, Claudine ..... Salem, Va.
Gwathmey, Carolyn ..... Norfolk, Va.

Haddock, Margaret Gertrude..... Kansas City, Mo.
Hail, Elizabeth ..... Nashville, Tenn.
Hall, Catherine A. ..... Evanston, Ill.
Hampton, Corinne ..... Columbia, S. C.
Harrison, Norine ..... Clarksville, Tenn.
Harrison, Rosalie Heth ..... Amherst, Va.
Haviland, Elizabeth L..... Bellefontaine, Ohio.
Heggie, Lucile ..... Chattanooga, Tenn.
Hibberd, Helen V..... Wheeling, W. Va.
Hill, Mary Virginia..... Chattanooga, Tenn.
Hinds, Delta Ione..... Kansas City, Mo.
Houser, Ruth Louise..... Wabash, Indiana.

Jalonick, Helen M..... Wichita Falls, Texas.
Jamison, Ethel V..... Roanoke, Va.
Jones, Mary Allgood..... Atlanta, Ga.
Jones, Mary Wharton..... Memphis, Tenn.

Kash, L. Ferne..... Sweet Briar, Va.
Key, Elizabeth L..... Austin, Texas.
Knox, Byrd Wallis..... Houston, Texas.
Kruse, Adele ..... Cincinnati, Ohio.

Lanier, Katherine ..... Chattanooga, Tenn.
Lindsay, Delia ..... Savannah, Ga.
Logan, Mattie Welch..... Nicholasville, Ky.
Lloyd, Ruth ..... Toledo, Ohio.

McClintock, Mary Louise..... Marianna, Ark.
McKinney, Mary ..... Knoxville, Tenn.
Magee, Cynthia ..... Sault Sainte Marie, Mich.
Mahone, Marie ..... Petersburg, Va.
Malsby, Louise ..... Richmond, Ind.
Martin, Frances A..... Kansas City, Mo.
Mattingly, Kathryne ..... Laurel, Md.
Merritt, Em Turner ..... Pensacola, Fla.
Merritt, Mary Elizabeth..... Pensacola, Fla.

Minor, Lucy L. ..... Asheville, N. C.
Monash, Helen ..... Chicago, Ill.
Moore, Mary Elizabeth ..... Brazil, Ind.
Moss, Marjorie ..... Lake Charles, La.
Motter, Serena ..... Frederick, Md.
Munroe, Abbie Budd ..... Quincy, Fla.

Norris, Anna Bradfield ..... Branesville, Ohio.
Northern, Mary Old ..... Norfolk, Va.
Norvell, Lenora McCue ..... Beaumont, Texas.

Orme, Eloise Stuart ..... Washington, D. C.

Parris, Juliet ..... Washington, D. C.
Peckwell, Dorothy Hall ..... New Haven, Conn.
Phillips, Marion ..... Evanston, Ill.

Quinby, Katherin L. ..... Norfolk, Va.

Reeder, Willie Benham ..... Florence, Ala.
Richardson, Lois M. ..... Pittsburgh, Pa.
Riddle, Florence Carr ..... Nashville, Tenn.
Robertson, Virginia ..... Danville, Va.
Robinson, Ellen J. ..... Norfolk, Va.
Rodman, Cammie C. ..... Charlotte, N. C.
Ross, Ida Polk ..... Mobile, Ala.
Rutherford, Helen ..... Muskogee, Okla.

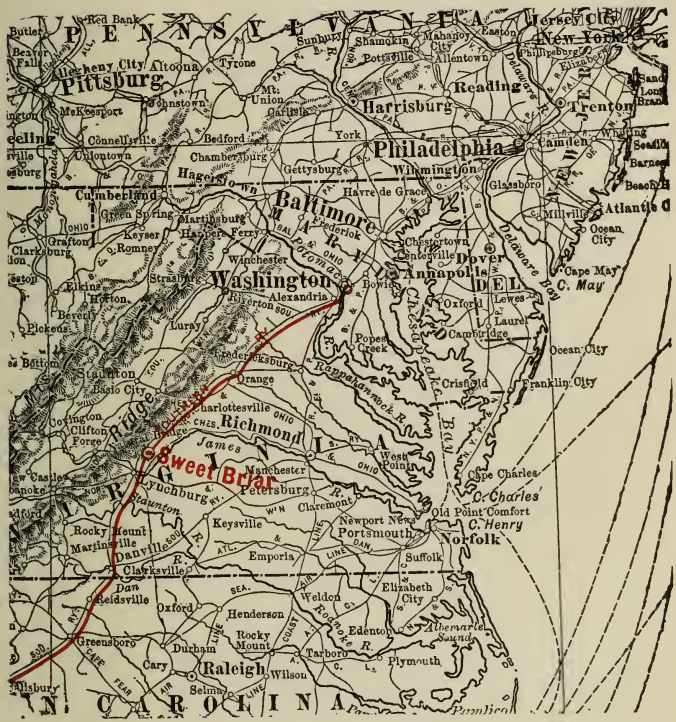
Sabel, Olga ..... Jacksonville, Fla.
Scott, Bessie ..... Amherst, Va.
Shafer, Susan Marguerite ..... Hagerstown, Md.
Shand, Barbara C. ..... Narberth, Pa.
Shoop, Ethel ..... Suffolk, Va.
Shunk, Edna L. ..... Hutchinson, Kan.
Sibley, Hettie Camilla ..... Birmingham, Ala.
Simons, Sara Calhoun ..... Charleston, S. C.
Sipe, Enid ..... Harrisonburg, Va.
Smith, Enrique ..... Waco, Texas.
Snow, Jane W. ..... Rochester, N. Y.
Sprinkel, Mary Gillespie ..... Harrisonburg, Va.

Stacy, Cordelia Brown.....Austin, Texas.
Staley, Margaret C.....Breathedsville, Md.
Steele, Martha B.....Hutchinson, Kan.
Stephenson, Reba D.....Bala, Pa.
Stevens, Ruth .....Lynchburg, Va.
Summers, Frances .....Hopkinsville, Ky.
Suppes, Nancy .....Johnstown, Pa.
Sutherland, Elizabeth .....Farmville, Va.

Taylor, Dorothy W.....Montclair, N. J.
Thacker, Lois .....Cleburne, Texas.
Thomas, Emma Ora .....Bramwell, W. Va.
Tillman, Lucy Helm.....Nashville, Tenn.
Tillman, Martha Washington.....Nashville, Tenn.
Tucker, Helen Margaret.....Chattanooga, Tenn.
Tyson, Elizabeth D.....South Strafford, Vt.

Wailes, Mary E.....Elsie, Va.
Walker, Mary Ellis.....Louisville, Ky.
Wallace, Dorothy .....Charleston, S. C.
Ward, Sea Willow .....Beaumont, Texas.
Watson, Mertie .....Portsmouth, Va.
Weakley, Eula .....Birmingham, Ala.
Webster, Helena May .....Kensington, Md.
Whitten, Effie May .....Amherst, Va.
Williams, Bessy M.....Amherst, Va.
Wingfield, Eleanor .....Richmond, Va.
Wright, Clara Linda .....Haverstraw, N. Y.

Yerkes, Marian Dotterer.....Overbrook, Pa.


PENNSYLVANIA
Pittsburg
Harrisburg
Philadelphia
Reading
Trenton
New York
Baltimore
Washington
Annapolis
DEL
Dover
Cape May
C. May
Ocean City
Franklin City
Crisfield
Cambridge
Oxford
Lewes
Laurel
Easton
Allentown
Wilmington
Glassboro
Camden
Atlantic C
Millville
Chesapeake Bay
Delaware Bay
Alexandria
Fredericksburg
Richmond
Petersburg
Lynchburg
Norfolk
Portsmouth
Newport News
Old Point Comfort
C. Henry
C. Charles
Cape Charles
Suffolk
Elizabeth City
Edenton
Albemarle Sound
Roanoke R.
Plymouth
Tarboro
Wilson
Raleigh
Selma
Cary
Durham
Rocky Mount
Greensboro
Henderson
Oxford
Reidsville
Danville
Martinsville
Clarksville
Emporia
Weldon
Keysville
Farmville
Lynchburg
Staunton
Orange
Charlottesville
Winchester
Martinsburg
Hagerstown
Chambersburg
Gettysburg
York
Lancaster
Havre de Grace
Bedford
Johnstown
Altoona
Tyrone
Mt. Union
Huntingdon
Connellsville
Uniontown
McKeesport
Allegheny City
Red Bank
Sunbury
Shamokin
Mahanoy City
Pottsville
Phillipsburg
Somerville
Trenton
Whiting
Seaside
Barnegat
Beach H
Atlantic C
Ocean City
Cape May
Lewes
Laurel
Cambridge
Crisfield
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Reading
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